

**EXPERIENTIAL LEARNING ENGLISH PERCEIVED BY 3rd
LEVEL CADET AT MILITARY ACADEMY, MAGELANG**



**Submitted as a Partial Fulfillment of the Requirements For Getting
Bachelor Degree of Education In English Department**

by

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APPROVAL

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PUBLICATION ARTICLE

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EXPERIENTIAL LEARNING ENGLISH PERCEIVED BY 3th LEVEL CADET AT MILITARY ACADEMY, MAGELANG

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi dari pengalaman belajar bahasa Inggris oleh taruna tingkat 3 di Akademi Militer Magelang. Penelitian ini memiliki pendekatan kualitatif yang dapat digunakan dalam menanggapi pertanyaan variabel hubungan dengan penelitian. Fokus peneliti lebih cenderung memilih satu siswa yang memiliki banyak pengalaman di sekolahnya. Peneliti menggunakan metode wawancara yang dapat digunakan untuk mengeksplorasi pandangan, pengalaman, dan motivasi dari peserta. Proses pengumpulan data diajukan kepada peserta dari beberapa pertanyaan yang dibagi menjadi tiga kategori, yaitu kondisi umum dari kebiasaan di Akademi Militer Magelang terutama dalam cara berbicara sehari-hari, strategi oleh peserta dalam belajar bahasa Inggris, dan persepsi mereka belajar bahasa Inggris. Hasil penelitian menunjukkan bahwa jawaban terbanyak dari peserta dapat dikelompokkan menjadi tiga kategori seperti; Diperlukan latihan belajar bahasa Inggris, peserta cenderung menikmati proses belajar, dan peserta cenderung belajar bahasa Inggris karena penting untuk karier. Penelitian ini dapat digunakan sebagai referensi untuk studi prospektif lain yang tertarik untuk melakukan topik serupa.

Kata Kunci : persepsi, belajar bahasa inggris, akademi military magelang.

Abstract

This study aims to describe the experiential learning English perceived by 3th level cadet at Military Academy Magelang. Especially this research has a qualitative approach that can be used in response the research. The researcher focused in chosen one student which is having many experience at his school. The researcher used an interview that can be used to explore the views, experience, beliefs, and motivations of individual participant. The process to gathering data are asked to the participant some questions which divided into three categories, they are the general condition of the habit in Magelang Military Academy, the strategy by the participant in learning English, and their perception of learning English. The results showing that the most answering from the participant agglomerate into three categories such as; Learning English practice is necessary, participant tend to enjoy the learning process, and participant tend to learning English are important for career. The present study can be employed as reference for other prospective studies that are interested in conducting similar topic.

Keywords: perception, learning english, academy military magelang

1. INTRODUCTION

It is claimed that the students' thinking about environmental and sustainable issues (Loughland, Reid, & Petocz, 2002; Walshe, 2008), students' emotions towards nature and the environment (Alerby, 2000; Kalvaitis & Monhardt, 2011), and students' experiences of social learning for sustainability (Wals, 2009) have given important knowledge of some perspectives when learning for sustainability. However, there seemed to be a need for more holistic investigations of students' perceptions and experiences of Education for Sustainable Development.

The study about perceived experiential learning has been growing interest to Lewis (2011) indicated that perceived learning is the extent to which a certain level of knowledge obtained on the new learning recognized by students. Additionally, Alavi, Marakas, and Yoo (2002) define perceived learning as "changes in the learner's perceptions of skill and knowledge levels before and after the learning experience" (p. 406). Thus, in a blended teacher education program, it is crucial to know about student teachers' learning reports because it provides instructors with an opportunity to make necessary revisions. These changes could be sought to ensure the quality of the learning experience as well as to improve the learner's experience.

Another different study conducted by Sahin, M., (2016) entitled "Perception of 'English' and Motivation in Learning English". The research present high school students perception of English through the impressions and images and the effect of these perceptions on their motivation in learning English. This qualitative study is based on the data about students metaphors and the focus group interview to determine their effect on the students motivation. This research take a place in school. This researcher use metaphor technique is used as a data collection instrument.

The theory which has the same field was by Kolb's Learning theory and elaborate of the experiential learning cycle as well as the four stage learning styles is Kolb's Experiential Learning Theory introduction. These learning styles which are diverging, accommodating, converging and assimilating are perceived by Kolb to be helpful in aiding the mentor to develop the suitable style for the

student. Experiential Learning Theory (ELT) is an applicable the theoretical foundation to investigate learners' satisfaction in classroom settings. The ELT proposed that learners' relevant prior learning experience, such as information retrieval and online interaction, are available inputs for improving learners' personal or group effectiveness (Kohonen et al. 2014).

The present study observes the cadets perceived of experiential learning at IV cadets on learning English. This study will analyses and discusses the cadets' perceived of experiential entitles "EXPERIENTIAL LEARNING ENGLISH PERCEIVED BY 3rd LEVEL CADET AT MILITARY ACADEMY, MAGELANG "

2. METHOD

This research has a qualitative approach that can be used in response to relational questions of variables with the research. The word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured (Denzin and Lincoln 1994, 4). Research studies that investigate the quality of relationships, activities and situations are referred to as qualitative (Wallen and Fraenkel 2001, 432). Czarniawska (2004, 38) also states that narration (or a narrative approach) means telling – it refers to the way people engage in a dynamic process of incremental refinement of their stories. The stories are recounted and then compared to an unfolding story-line to keep the organization concerned from repeating historically bad choices and inviting a repetition of the past.

Primary data can be collected in several ways. However, the most common techniques are interviews, field observations. This can be contrasted with the term primary data source, which is translated based specifically on direct data for specific purposes. The source of the data in this study was interviews with informants. The informant was one of cadet at Military Academy. The researcher made a question and made the participant explain everything he experienced and the researcher noted in the note. Estimated time during the interview process is

20- 30 minutes, the researcher also repeats the question again to make sure the informant' answer is valid

Qualitative data refers to non-numeric information such as interview transcripts, notes, video and audio recordings, images and text documents. Qualitative data analysis can be divided into five categories, there are: content analysis, narrative analysis, discourse analysis, framework analysis, and grounded theory. The researcher used a narrative analysis in order to analysis the result of interview toward the informant.

In the qualitative research, validity is concerned with whether our research is believable, and whether it is evaluating what it is supposed to evaluate or not. Generally, researchers use different instruments to collect data. In order to ensure the data validity, this research did a procedure as credibility of data.

According to Streuberent & Carpenters (1999) validity of data is done to confirm the results obtained in research information. Operational techniques for applying the validity of the data include triangulation, member check, and rich, thick description (Creswell (1998): Tauro 2011). In this research, the researcher uses the thick description to credibling the data of this research. The researcher gathering data from the informant by taking a record, after that the researcher make a note and agglomerate the data into its categories. The aim of this strategy is to gathering many more data from the participant and the topic flowing following the participant's story.

3. RESULT AND DISCUSSION

The data which collected for this research are unstructured interview transcript. The interview is conducted to explore the students' perception of learning English experimentally in 3th level cadet at Military Academy on 2018/2019 academic year. It was held on Monday, September 24th 2018 started at 10.00 A.M and finished at 10.20 A.M.

The themes were concluded through the researcher's original interpretation of the data and by returning to the answering from the interviewee in order to understanding how they feel when they have been learning English.

The processes to gathering data are asked to the participant some questions which divided into three categories. They are the general condition of the habit in Magelang Military Academy especially in the way talked daily speaking, the strategy by the participant in learning English, and their perception of learning English.

The participant enjoying learning English as well he said before, he clarify that he ashamed if he can not speaking English better. Although the participant not enough confident because his skill on speaking English is not fluently, he is still enjoying learning English and raising more vocabulary with his friends.

From the statements above, the researcher conclude that the participant feels that learning English is necessary because the participant speak English in daily without tenses and grammar to each other, he does not ashamed when getting wrong or does not know some words. Besides, In his Junior High School, he seldom talking a lot with foreigners and he aware that although he does not like learning English lesson, but in reality he can speak English because of his habit

From the answer of the participant, the researcher clarify that students have their own perceptions of learning English and most of that is they are learning English by habitually. It shows from the data that the researcher wrote above. And the second the students declare that in knowledge learning English they need to be awareness. The data also describe that the students must learning English because it is close important to their career.

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4. CONCLUSION

The researcher agglomerate answer of the students into seven kinds. First is students think that learning English is enjoyable. It proves by one of the

statements from the student like Learning English is not difficult, because I enjoy the process. Students think that learning English is necessary. It proves by one of the statements from the student such as Just ask me to speaking English, I often practice by my selfn free time. Third is students think that learning English is important for career, the researcher cite from the one of the statement as In this case, students who study harder will have high potential too. Fourth is the students think that learning English needs high awareness by its learning, It proves by one of the statements such as We teached a general learning like English in daily activity. Next, The students think that learning English need to use by general learning, It proves by some statements like Although the schedule from lecturer is a few. It helps our speaking skill by 3 days of speaking English. Sixth, the students think that they are need to be in fresh condition when they are learning English as they said that I think that learning English must be added in two days such as Saturday and Sunday morning that just focusing on English lesson material, because in the afternoon I must be a journey. Last, the students think that learning English requires accessing to find out the difficult words or sentence as it proof by the student said that Some of the lecturer using English when they are teaching us, and for me I prefer when they use both of English and Indonesia. So that I can understand whats the point of the material. The researcher use three categories that the most answering from the students as the result finding as the researcher wrote in chapter finding. The other answer from the student will add to the appendix as proof data that the researcher did the interview method.

The researcher agglomerate the answer of the students into 3 kinds of finding, because the researcher choose the most many answer. So that the researcher find that the students perceived about knowledge on learning English is enjoyable, depending necessary, and important for their career as well as the researcher wrote above in chapter 4.

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